

TWELFTH ANNUAL
LIOJ
SUMMER WORKSHOP FOR
JAPANESE TEACHERS OF ENGLISH

AUGUST 10—16, 1980

LANGUAGE INSTITUTE OF JAPAN
ASIA CENTER
ODAWARA, JAPAN

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To the Participants of the LIOJ Summer Teachers' Workshop

It is a pleasure for me to welcome those who participate in our Twelfth Annual Workshop. I am happy that the workshop this year again has received such enthusiastic support from so many teachers throughout Japan.

The workshop has grown and matured from its beginnings. It was first conceived in the hope of serving the teachers of English throughout Japan who were working so hard in an environment which, in many respects, was not exactly ideal. Thanks largely to the tireless and sincere effort on the part of Japan's teachers, the level of proficiency in English of those who have participated in our annual LIOJ workshops has been showing remarkable improvement from year to year.

It is a great joy for us that once again teachers from Korea and Thailand are among our participants. We are fortunate to have this opportunity to bind ties with Southeast Asia, and LIOJ is pleased to be able in this rather unique fashion to contribute whatever little we can to promote cultural interaction between the countries of Asia.

Special gratitude goes to Dr. Kimizuka, whose wisdom and encouragement helped inspire our first workshop in 1969. Also, I would like to thank the very fine staff of LIOJ who have put in so much effort in the last few months to make this workshop possible.

Sincerely,

A handwritten signature in dark ink, appearing to read 'M. Shibusawa', written in a cursive style.

M. Shibusawa
Executive Director
MRA Foundation

Dear Colleagues,

The increasing influence and business relationships of Japan have brought her into the international scene as a major power with global responsibilities. To this end, English, as the international language, has become a vital concern for Japan. English teachers therefore have a particularly important job. We at LIOJ seek to be of service to the many fine English teachers in Japan who are ever striving to increase their language and teaching skills, and also their understanding of English-speaking cultures and people.

During our workshop, you will have an excellent opportunity to learn and share ideas and experiences with the LIOJ faculty and invited lecturers. As is the custom at LIOJ, all activities will be 'English-only', so that you will have maximum practice at using and improving the English that you already know. Every effort will be made to provide an intensive, yet friendly and enjoyable atmosphere where ideas about teaching and other issues will be exchanged both formally and informally as we get to know each other.

As we commence our 1980 workshop, I would like to thank you again for your enthusiastic support. I appreciate also the very hard work of the LIOJ faculty and staff with whom it is my privilege to work. I sincerely hope that all of us find our week at LIOJ to be valuable, enjoyable, and full of good memories. We at LIOJ will certainly strive to make it so.

Sincerely,

A handwritten signature in cursive script that reads "P. Lance Knowles".

P. Lance Knowles
Director, LIOJ

DAILY SCHEDULE OF
AFTERNOON AND EVENING PROGRAMS

Monday, August 11, (3:45 - 5:45)

Dyads and Other Paired Activities
Listening Comprehension
Materials Development for the High School Classroom
Fluency Squares: A Technique for the Development
of Fluency
U.S. - Japan Relations
Techniques for Using Audio-Visual Materials
Conversation in the High School English Classroom
Evening (7:00 - 9:00)

Materials Display

Tuesday, August 12, (3:45 - 5:45)

Dyads and Other Paired Activities
Materials Development for the High School Classroom
Fluency Squares: A Technique for the Development
of Fluency
The English Verb: The Form and Meaning of Predicate
Markers
An Introduction to Australia
Techniques for Using Audio-Visual Materials
Conversation in the High School English Classroom
Evening (7:00 - 8:30)

Mini-Course I: Hindi: The Silent Way
Mini-Course II: Community Language Learning - French
Anecdotes for Cross-Cultural Insights
Japanese-Americans: A Personal Perspective
Calligraphy
Language and Politics in Canada
Slide-Show: Thailand & Malaysia
Campaign '80: Shifting Values in America
What Might Be Done with Haiku and the Short Poem
in the Classroom

Wednesday, August 13, (3:45 - 5:45)

Materials Development for the High School Classroom
Cultural Aspects of English

Fluency Squares: A Technique for the Development
of Fluency

The English Verb: The Form and Meaning of Predicate
Markers

Language Education in Thailand

U.S. - Japan Relations

Evening (7:00 - 8:30)

Mini-Course I: Hindi: The Silent Way

Mini-Course II: Community Language Learning - French

Mini-Course III: International English Via Drama

Mini-Course IV: Media Production Workshop

Anecdotes for Cross-Cultural Insights

Japanese-Americans: A Personal Perspective

Calligraphy

An Evening with Dr. Kimizuka

Campaign '80: Shifting Values in America

What Might Be Done with Haiku and the Short Poem
in the Classroom

Thursday, August 14, (3:45 - 5:45)

Listening Comprehension

Cultural Aspects of English

The English Verb: The Form and Meaning of Predicate
Markers

Language Education in Korea

An Introduction to Australia

Techniques for Using Audio-Visual Materials

Evening (7:00 - 8:30)

Mini-Course I: Hindi: The Silent Way

Mini-Course II: Community Language Learning - French

Mini-Course III: International English Via Drama

Mini-Course IV: Media Production Workshop

Japanese-Americans: A Personal Perspective

Language and Politics in Canada
An Evening with Rev. La Forge
Slide-Show: Thailand & Malaysia

Friday, August 15, (3:45 - 5:45)

Dyads and Other Paired Activities
Listening Comprehension
Cultural Aspects of English
Fluency Squares: A Technique for the Development of
Fluency
U.S. - Japan Relations
An Introduction to Australia
Conversation in the High School English Classroom
Evening (8:00 - ?)
Farewell Party

NOTES

NOTES AND EXPLANATIONS:

Special Lectures: On Friday there will be two special lectures: the first from 8:30 to 10:30, and the second from 1:15 to 3:15

Language Study Classes: The purpose of these classes is to allow workshop participants to improve their spoken English. While we hope that people will be interested in the various methods and techniques used in their classes, we wish to stress that the language study class will concentrate on language study and not methods.

Materials Display: (Monday evening, Big Hall)
The purpose of the display is encourage participants to share materials which they have developed and/or found effective in their own classes. In addition some materials used and developed at LIOJ will be on display, as well as exhibits by various publishers.

Mini-Courses: These courses are designed to give participants the opportunity to study specific topics in greater depth. Participants will be asked to sign up at lunch on Tuesday; those who sign up must attend all sessions of the course.

PLEASE REMEMBER: ENGLISH ONLY!

PROGRAM DESCRIPTIONS

Afternoon Programs:

(3:45 - 5:45 p.m.)

Dyads and Other Paired Activities (J. Olsen)

Dyad activities are exercises or games for pairs of students in which one partner or both has/have information unknown to the other. To successfully complete a task, partners must listen closely to each other, as well as give accurate information or perform a task. This workshop will cover several variations of this format, as well as some non-dyad activities for pairs or small groups. (max. 30) (M,Tu,F) (Hakone Room)

Listening Comprehension (S. Linke)

This workshop will focus on various methods and materials used for improving listening comprehension and developing listening strategies. For example, Rost's Listening in the Real World and Listening Contours and Morley's Improving Aural Comprehension will be used and discussed. Each lecture/demonstration will be followed by a discussion period. (max. 20) (M,Th,F) (Chicago Room)

Materials Development for the High School Classroom

(W. Gatton)

This will be a presentation and discussion of the materials used in the High School classes here at LIQJ. Adapting materials to the class size and curriculum demands of the Japanese educational situation will be considered. The focus will be practical; materials will include: progressive pictures, card sortings, fluency squares, games and tape exercises for listening comprehension. (25) (M,Tu,W) (Bear)

Cultural Aspects of English (V. Oszust)

Polite expressions reflect patterns of social relations between members of a culture. This workshop will consider the relationship between language and culture by examining polite expressions in English and patterns of social

relations in English-speaking cultures. At certain points the contrast with Japanese will also be considered, though that is not the main purpose of the presentation. Finally, ways to teach polite expressions in the ESL classroom will be discussed. (max. 25) (W,Th,F) (Green Room)

Fluency Squares: A Technique for the Development of Fluency (R. Sasaki / L. Knowles)

This teaching technique helps students improve their overall speaking skills such as fluency, pronunciation, and grammar. Information is presented pictorially, and students must make connections by asking and answering questions. Fluency Squares are a structured yet creative and thorough way of getting students to practice English. Squares for different levels will be demonstrated. (max. 25) (M,Tu,W,F) (Sky Lounge)

The English Verb: The Form and Meaning of Predicate Markers (L. Knowles)

This lecture will present an alternative way to understand and teach the English verb system. Five predicate markers will be discussed: (1) (-d), (2) modals, (3) have + V(n), (4) be + V(ing), and (5) be + V(n). An understanding of these markers gives insights into the English verb system that will have practical application in the classroom. Specific points that will be mentioned are: polite forms, conditional forms, and perfect forms. In addition, a system of notation will be taught. (max. 25) (Tu,W,Th) (Ivory)

Language Education in Korea (Korean Participants)

A presentation and discussion of language education in Korea with special attention to what is happening at the junior and senior high-school levels will be presented by the Korean participants in the workshop. (max. 35) (Th) (Hakone Room)

Language Education in Thailand (Thai Participants)

A presentation and discussion of language education in Thailand with special attention to what is happening at the junior and senior high-school levels will be presented by the Thai participants in the workshop.

(max. 35) (W) (Hakone Room)

United States - Japan Relations (K. Elchert)

This lecture-discussion examines economic and political aspects of the relationship between the two countries. Topics covered include trade relations, differences in business practices, and foreign policy.

(max. 30) (M,W,F) (Mountain View)

An Introduction to Australia (I. Green)

This lecture will give a brief outline of the geography, history, politics and economics of Australia, and will highlight certain topics which may be of interest to workshop participants, including Australia's exotic fauna, 'Strine' (the Australian Idiom), the 'White Austrailia' policy, and Japanese-Australian economic and political relations. Questions and discussion will be welcome. (max. 30) (Tu,Th,F) (Pacific View)

Techniques for Using Audio-Visual Materials (K. Campbell)

This presentation will be a demonstration of innovative ways to use video-tapes and slide-tapes to strengthen students' listening and speaking skills. Excerpts will be shown from videotapes of movies and television programs recorded off the air as well as original video and slide-tape productions created by the ESL classes at LIOJ.

(max. 20) (M,Tu,Th) (Birch)

Conversation in the High School English Classroom (J. Wilson)

The majority of people who study a foreign language want to speak it; the more they speak it, the more they enjoy it; the more they enjoy it, the more likely they are to learn it. This is as true for high school students as it

is for anybody else. The importance of conversation and ways of getting it going in the high school classroom will be the subject of this presentation.
(max. 20) (M, Tu, F) (Dover)

Evening Programs:
(7:00 - 8:30)

Mini-Course I: Hindi: The Silent Way (S. Linke)

This three evening workshop will introduce the participants and observers to the Silent Way through learning Hindi, the main language of North India. Actual participants will be limited to 10 students, but observers are welcome so long as they stay from 7:00 until 8:30.

(max. 10 students, must attend all three nights, Tu, W, Th)
(max. 10 observers per session) (Bear Room)

Mini-Course II: Community Language Learning - French
(Ian Green)

This three evening mini-course will introduce participants to Community Language Learning through the experience of learning, or observing others learn, a foreign language. Enrollment will be limited to 12 students, who should speak no French, and 10 observers, who will play an active role in the discussion at the end of each session.

(max. 12 students, must attend all three nights, Tu, W, Th)
(max. 10 observers per session) (Ivory Room)

Mini-Course III: International English Via Drama
(R. Via & L. Smith)

International English Via Drama will look at English as an international language rather than a foreign language, discussing the differences and necessary changes in teaching strategies and materials. Via drama and drama techniques seem to answer many of the requirements that will be needed. The mini-course will give a more thorough opportunity for participants to develop and demonstrate activities presented in Mr. Via's morning lectures.

(max. 20, must attend all sessions, W, Th) (Mountain View)

Mini-Course IV: Media Production Workshop (K. Campbell)

By working together to plan, organize, and produce an original videotape and slide tape, participants will learn how to successfully involve their own English classes in similar creative activities.

(max. 20, must attend both sessions, W, Th) (Hakone Room)

Anecdotes for Cross-Cultural Insights (J. Olsen)

This presentation is a description of an on-going project to collect anecdotes of cross-cultural "mistakes"-- behavior from one culture which was found to be inappropriate in another. These anecdotes have been collected from teachers and students in the U.S., Europe, the Arab countries, Latin America, and Asia. Perhaps you will have stories to add to the collection. Please come and share.

(max. 25) (Tu, W) (Pacific View)

Japanese-Americans: A Personal Perspective (R. Sasaki)

"East is East and West is West and never the twain shall meet." And yet the two cultures are inextricably tied together in the lives and experience of over 600,000 ethnic Japanese who are culturally American. This lecture will trace the history of Japanese immigrants in America and their descendants through the story of two Japanese-American families, and an attempt to show how their lives were affected by the fluctuations in Japan-U.S. relations.

(max. 25) (Tu, W, Th) (Edmonton Room)

Calligraphy (K. Elchert)

Calligraphy, the art of beautiful writing, has a long history in the West as well as in the East. This lecture consists of a discussion of the factors to consider in writing an alphabet (uniformity, structure, freedom, etc.) and a demonstration of how to write the "foundational hand."

(max. 20) (Tu, W) (Dover, Tu) (Sky Lounge, W)

Language and Politics in Canada (V. Oszust)

Language policies in Canada have been perceived as one of the most crucial elements in maintaining Canadian unity.

Recent conflicts between the federal government and the government of Quebec, often over language policies, have become so severe that the Quebec government recently held a referendum for independence. Topics to be discussed include bilingual education, bilingualism and the civil service, Bill 21 and the referendum for the sovereignty of Quebec.

(max. 25) (Tu, Th) (Skylounge)

An Evening with Dr. Kimizuka

This evening get-together with Dr. Kimizuka will allow for questions and answers based on her morning lectures, as well as an opportunity to meet with Dr. Kimizuka in a smaller group setting.

(max. 20) (W) (Chicago)

An Evening with Rev. La Forge

This evening get-together with Rev. La Forge will allow for questions and answers based on his morning lectures, as well as an opportunity to meet with Rev. La Forge in a smaller group setting.

(max. 20) (Th) (Chicago)

Campaign '80: Shifting Values in America (W. Gatton)

This discussion will focus on the 1980 American Presidential campaign in light of recent history, cultural values and effects upon the international situation. We will consider not only the candidates but also the changes in American attitudes over the past decade and the changing view of the future.

(max. 25) (Tu, W) (Green)

What Might Be Done with Haiku and the Short Poem in the Classroom (J. Wilson)

There are many good simple poems in English, including translations of Japanese haiku and original haiku in English, which can be very meaningful to students of English. In this presentation we will take a look at some of the "good simple poems" and discuss how they can be used.

(max. 20) (Tu, W) (Student Lounge)

Slide-Show: Thailand & Malaysia (J. Bergstrom &
J. Battaglia)

This evening program will present various aspects of the culture, geography, industry, and people of Thailand and Malaysia. It is divided into three parts: a short introductory lecture, a slide presentation, and a discussion of Japanese-Thai-Malaysian relations from an outsider's point of view. Anyone interested in learning about other Asian countries and who would like to discuss some of the things Japan might do to improve foreign relations is welcome. (max. 25) (Tu,Th) (Birch)

Note: For all afternoon and evening programs, please remember to sign-up in advance.

<u>SUNDAY</u>	<u>MONDAY</u>	<u>TUESDAY</u>
10:00 Registration	8:30 - 10:30 La Forge (A) Via (B) Kimizuka (C)	8:30 - 10:30 La Forge (A) Via (C) Kimizuka (B)
11:30 Opening Assembly (Big Hall)	10:45 - 12:15 Language Study Classes	10:45 - 12:15 Language Study Classes

12:15 LUNCH

LUNCH

LUNCH

1:30 Placement Test (Big Hall)	1:15 - 2:45 Language Study Classes	1:15 - 2:45 Language Study Classes
5:00 Orientation (Big Hall)	3:45 - 5:45 Afternoon Programs	3:45 - 5:45 Afternoon Programs

6:00 DINNER

DINNER

DINNER

7:15 Welcome Party (Hakone)	7:00 - 9:00 Materials Display (Big Hall)	7:00 - 8:30 Evening Programs
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<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
8:30 - 10:30 La Forge (B) Via (A) Kimizuka (C)	8:30 - 10:30 La Forge (B) Smith (C) Kimizuka (A)	8:30 - 10:30 La Forge (C) Smith (A) Kimizuka (B)	9:15 Closing Ceremony (Big Hall)
10:45 - 12:15 Language Study Classes	10:45 - 12:15 Language Study Classes	10:45 - 12:15 Language Study Classes	

LUNCH	LUNCH	LUNCH	12:00 LUNCH
1:15 - 2:45 Sports and Activities	1:15 - 2:45 Language Study Classes	1:15 - 3:15 La Forge (C) Smith (B) Kimizuka (A)	Busses leave for Odawara station
3:45 - 5:45 Afternoon Programs	3:45 - 5:45 Afternoon Programs	3:45 - 5:45 Afternoon Programs	

DINNER	DINNER	DINNER	
7:00 - 8:30 Evening Programs	7:00 - 8:30 Evening Programs	8:00 - ? Farewell Party	

THE SPECIAL LECTURERS

SUMAKO KIMIZUKA

Dr. Kimizuka is presently Associate Professor and Chairperson of the Department of East Asian Language and Culture at the Univ. of Southern California. Her career began at Tsuda College in Tokyo, where she earned a Secondary School Teaching Certificate (English and English Literature). Thereafter, she continued her studies at Occidental College in Los Angeles, receiving her Bachelor's and Master's degrees. She completed her Doctor's degree at the University of California, Los Angeles. Along with her regular work at USC, she is active in conferences and workshops. She has a long list of publications, most important of which is her book, Teaching English to Japanese.

About the Lecture:

The purpose of Dr. Kimizuka's lecture will be to discuss problems, ideas, and instructional strategies in teaching English as a foreign language in Japanese schools. She will also discuss new trends in instructional approaches and how they can or cannot be applied by Japanese teachers in their classroom situations. (Hakone Room)

PAUL G. LA FORGE

Rev. Paul G. La Forge, a Divine Word Missionary, first arrived in Japan in 1958. After studying Japanese for two years in Tokyo, he taught English conversation at Nanzan Junior High School, Nagoya, until 1965. He studied clinical psychology at Loyola University of Chicago and received his Master's degree in 1968. After one year of study and travel in Europe, he entered the University of Michigan. After obtaining his Master's degree in Education (TESOL), he returned to Japan in 1971. After a year and a half of teaching English grammar at Nanzan Senior High School, he was transferred to the Dept. of Human Relations, Nanzan Junior College, where he is now a full professor. He has published in the following journals: Language Learning, English Teaching Forum, TESOL Quarterly, and Cross Currents. One book, Research Profiles with Community Language Learning, appeared in 1975. His current interests are in the application of counseling and group dynamics to English education.

He is also busy as Coordinator for this year's JALT conference, which will be held in Nagoya this November.

About the Lecture:

Rev. La Forge will discuss a counseling approach to learning (CL) and its specific application to language teaching-learning (CLL), which has the development of the individual as its principle object. The student develops his/her ability in English; the teacher develops his/her mode of presentation. Teachers have found difficulty in adapting a new approach to existing textbooks. The focus of this year's presentation will be on the combination of textbook material with CLL. A series of counseling exercises together with a textbook will occupy the major portion of the presentation. The textbook to be used is Points of View by G. Pifer & N. Mutoh, published by Newbury House, 1977.

LARRY E. SMITH

Larry Smith is currently a Research Associate at the East-West Culture Learning Institute, East-West Center in Honolulu, Hawaii. After receiving a B.S.Ed. from Arkansas State Univ. in 1962, Larry spent several years in Thailand, where he was both a teacher of English and a supervisor of practice teaching. Then, in 1969 he moved to Hawaii, where he became involved in communication. His articles have appeared in the TESOL Quarterly, Modern Language Journal, TESL Reporter, English Teaching Forum, Culture and Language Learning Newsletter, RELJ Journal, and several other journals. He has authored or edited several books, among which are: Developing Fluency in English, and English for Cross-Cultural Communication.

About the Lecture:

This presentation will offer examples of how writing in English can be based on the experience of students. DEWS (Diagnostic Evaluation of Writing Skills), a new way of evaluating writing, will be introduced. A two page summary sheet, DEWS AND DON'TS will be discussed. Examples taken from the book A Writing Approach to Learning International English by Eva Weiner and Larry Smith will be used to show how paragraphing, grammar and paraphrasing may be taught.

RICHARD VIA

Richard Via spent the first twenty-three years of his professional life on Broadway as an actor and stage manager in such productions as Hello Dolly, The Sound of Music, Miracle Worker, and Two for the Seesaw. As stage manager of Hello Dolly, he visited Japan and his life took a sudden change of direction. In less than a year he was back in Japan as a Fulbright lecturer in theatre only to discover that theatre was not taught in Japanese universities. "Create a program," he was told, and out of the program he created came his research in the use of drama and drama techniques for language teaching. His research has led to an impressive array of teaching experiences, including courses on drama and E.S.L. at the University of Hawaii and for the English Language Education Council (ELEC), as well as numerous publications including English in Three Acts and articles in English Teaching Forum, Language Arts, Culture and Language Learning Newsletter, ELEC Bulletin, and Cross Currents. He is presently a visiting Research Associate at the East-West Center in Honolulu, Hawaii.

About the Lecture:

Drama and drama techniques are now accepted as valuable aids in language learning and teaching. Recently a great deal has been written and talked about the effectiveness of drama, but often the suggested techniques are confused or fail to get to the heart of the matter--communication. This workshop will discuss and demonstrate appropriate techniques such as mime, improvisation, observation, relaxation and Talk and Listen. In all of these the importance of using "the self" will be underlined as a key to communication in the target language. Activities in the evening mini-course (Mini-Course III), will be based on the morning lecture, but will emphasize English for international communication. (Mountain View)

LIOJ FACULTY AND STAFF

John Battaglia - Instructor

John has an M.A. in English Literature from the University of Iowa. His teaching experience includes teaching E.S.L. for the U.S. Peace Corps in Malaysia. He has traveled in Asia and Europe, and his main interest is literature. He also enjoys talking with people, hiking, bird watching, and art.

Jim Bergstrom - Instructor

Jim has a B.A. in English and Speech, and a teaching certificate from Pacific Lutheran University. He has taught E.S.L. in the U.S. and Thailand and he has also worked as a Vocational Education instructor. He enjoys playing poker, tennis, photography, hiking, fishing, and drinking beer.

Katherine Bergstrom - Instructor

Kathy has a B.A. in Education from Pacific Lutheran University and an M.A. in E.S.L. from the University of Washington. She taught English at the high school level in Thailand for two years; taught English, Speech, and Drama at a high school in Washington for two years; and taught Japanese students at the University of Washington before coming to Japan. She enjoys Asian cultures and languages and traveling.

Kay Burgess-Brown - Instructor

Kay received her B.A. in English Education from the University of South Florida, and her M.A. in TESL/Linguistics from the University of Florida, where she also taught in the English Language Institute. After receiving her M.A., she taught in the Intensive English Program of the University of Houston, Texas, and she became the Coordinator of the conversation classes there in January, 1979. Besides teaching, Kay is interested in cooking, traveling, drama, and all areas of the communication arts.

Kathy Campbell - Instructor

Kathy has an M.A. in Educational Media and Technology from Boston University, and she has a B.A. in Education and Philosophy. She has experience teaching creative dramatics to children, as well as teaching English to adults. Before coming to Japan this summer, Kathy was the director of an audio-visual resource center at the Univ. of Massachusetts, and she is now producing a documentary film on Japanese women.

Ken Elchert - Instructor

Ken has a B.A. in Asian and American history from Macalester College, and a JD from the University of Minnesota Law School. He is licensed to practice law, and in 1979 he worked for International Business Information (IBI), Inc., a consulting firm in Tokyo which provides information on the Japanese economy to US and European banks. Ken is interested in the Japanese view of economic development and growth.

Marilyn Fisher - Instructor

Marilyn has a B.A. in political science from American University, and a JD from Duquesne University School of Law. Before coming to LIOJ she was an Attorney in Erie, Pennsylvania, and she also taught a graduate course in law to MBA students at Gannon College. Her interests include skiing, whitewater rafting, and generally the outdoors.

William Gatton - Instructor

Bill is teaching children, high school, and adult language classes at LIOJ. He has a B.A. in Political Economy and History and has taught politics and government at Towson State University. He is currently on leave from the Creative Writing program at San Francisco State Univ. His interests include hiking, reading, and writing.

Ian Green - Instructor

Originally from Australia, Ian has spent the last nine years in North America. He has a B.A. in History and Economics from Flinders University, Australia, and a M.A.T.

degree in ESL from the School for International Training in Brattleboro, Vermont. He has taught English in Quebec, where he lived for several years and learned French. He also speaks Strine and is interested in learning Japanese.

Penny James - Instructor

Penny has a B.A. in Sociology from the University of Winnepeg. She taught English and Business Skills in a high school in Ghana, West Africa as a C.U.S.O. (Canadian University Service Overseas) Volunteer. Her interests include studying Japanese, reading, and traveling.

Tom Johnson - Instructor

Tom has a M.B.A. from Amos Tuck Business School, Dartmouth University, and a B.A. in History from Colgate University. He is interested in international business, and his work experience includes marketing for a sporting good firm and banking. His interests include nordic skiing, canoeing, and mountain climbing.

Lance Knowles - Director

Lance has a B.A. in Physics and Math from the Univ. of California, Berkeley. He has taught ESL in the U.S. and Japan, and has recently co-authored a textbook, Story Squares: Fluency in English as a Second Language. His interests include creative writing, playing the piano, and playing 'go'.

Warrick Liang - Instructor

Warrick received a B.A. in American History from the University of California, Berkeley, where he also worked in the Asian American Studies Department. Before coming to Japan, he worked in the ESL Dept. at U.C. Berkeley, and last year he taught English in a company in Osaka. He is interested in social change, particularly with respect to people's values and daily lives.

Steve Linke - Instructor

Steve has a B.A. in South Asian Studies from the Univ. of Wisconsin and a M.A.T. in TESL from the school for International Training. While an undergraduate, he studied for a year at Banaras Hindu University, and he has teaching experience in Korea and in the U.S. at the American English Institute, University of Oregon.

Virginia LoCastro - Academic Supervisor

Virginia has an undergraduate degree in French literature and two Master's degrees, one in French/Linguistics, and a second in Applied Linguistics from Université Laval, Quebec. Although she has lived and worked in New Jersey, Paris, Indiana, Kansas, and Quebec, she considers New York City to be her home. Before coming to LIOJ she taught at Columbia University. Her interests include reading, hiking, crafts, and generally communicating with people.

Judy E. Winn-Bell Olsen - Instructor

Judy has a Certificate in TESL and a Master's Degree in English Language Studies from UCLA. She has taught, developed curriculum, and given in-service teacher-training for the last thirteen years. Her articles on classroom-related topics have appeared in English Language Teaching, TESL Reporter, Inter-View, and various publications of TESOL and CATESOL. She is also the author of Communication Starters, a teachers' idea-book published by the Alemany Press, San Francisco, 1977.

Valerie Oszust - Instructor

Valerie has a B. Ed. in TESL from Concordia University in Montreal, Canada. Originally from British Columbia, Canada, she has travelled to Europe and Latin America, including Cuba. She speaks French, and her interests include chess, languages, and newspaper lay-out and production.

Gerry Ryan - Instructor

Gerry has a M.A. in Linguistics and TESL, and she has co-authored a pronunciation text entitled Survival Pronunciation. She has teaching experience in Italy, and before coming to LIOJ she was teacher-coordinator of a language learning center for refugees from all over the world. Her interests include tennis, baseball, jazz, and travel. She is also the Editor of Cross Currents.

Ruth Sasaki - Instructor

Ruth has a B.A. in English Literature from the Univ. of California, Berkeley, and is now on leave from the M.A. program in Creative Writing at San Francisco State. She has taught E.S.L. in the U.S., and has co-authored an E.S.L. text: Story Squares: Fluency in English as a Second Language. Her interests include writing short fiction, films, reading, piano, and volleyball.

David Sigaty - Instructor

Dave has a B.A. in Accounting, and is completing a M.B.A. in Finance and International Business from the University of California, Berkeley. He is licensed by the State of California as a C.P.A., and has worked for Coopers and Lybrand in San Francisco as an auditor. His interests include trout fishing, movies, ballet, and playing 'go' (he has attained the rank of nidan).

Harold Surguine - Instructor

Hal has a B.A. in English and an M.A. in TEFL from San Francisco State University. His teaching experience includes teaching in intensive language programs at the World English Center, the Experiment in International Living, and the English Language Program at U.C. Berkeley. His interests include Pigin and Creole languages, Navajo language and culture, watercolor painting, and folkdancing.

John Wilson - Instructor

John has a B.A. in Anthropology, an M.A. in English literature, and is presently a Ph.D. Candidate in English

literature at the Univ. of California, Santa Barbara. He has taught English, Modern Japanese Fiction, and Creative Writing. He has also written and published poetry. At LIOJ, John has been teaching high school, junior high school and children's classes.

Masami Takahashi - Executive Secretary

Masami is responsible for the major accounting and business transactions of LIOJ. He also does public relations work, and generally works closely with the Director.

Nobuhito Seto - Secretary

Nobuhito takes care of advertising, setting up special programs, and general problem-solving related to participants' and teachers' welfare.

Yoshiko Oguri - Secretary

Yoshiko is responsible for correspondence and general public relations. She is also involved in general problem-solving regarding inner office matters.

Yayoi Yamamoto - Secretary

Yayoi handles work and correspondence related to public relations and general office business. She is also involved with participants' and teachers' welfare.

NOTE: LIOJ staff members speak excellent English. Participants at the workshop are expected to speak with them in English only.

LIOJ HISTORY

LIOJ is a private organization supported by a non-profit educational foundation. It was begun eleven years ago through the support of Masahide Shibusawa and the guidance of Rowland Harker (the first principal) and Toneko Kimura. LIOJ began as an experimental school specializing in preparing Japanese to work and/or study abroad.

From its beginning as in international traveling high school, LIOJ has expanded and changed to meet new needs. In 1969, we offered our first Summer Workshop for Teachers of English and our first intensive residential programs for university students. Two years later, community courses for citizens of Odawara were added. In 1972, we opened our intensive courses in Business English. This same year marked the appearance of our professional journal, Cross Currents. LIOJ was the site of the first annual TEFL Conference in 1975.

LIOJ graduates today number over 13,000; English teachers, 1,507; businesspeople, 2,057; regular students (mostly university students), 1,537; and Odawara community course students, 7,971. It has been our great pleasure to bind ties with Southeast Asia through the participation to date of 26 Thai teachers and students. Last year, we began a similar relationship with teachers from Korea. Today, we receive news from these friends from all over the world.

Our goal through the years has been to uphold high standards by maintaining a teaching/learning environment which is conducive to creative involvement and research in the field. We have strived to emphasize an "English Only" atmosphere in which personal meetings are frequent and meaningful. This we have done by limiting class size to small groups and by offering various residential activities.

Thank you all for being part of our history.

CROSS CURRENTS 雑

All participants in the 12th Annual Summer Teachers Workshop will receive a sample issue of Cross Currents, Vol. VI No. 2. Cross Currents is a biannual journal of communication, language and cross-cultural skills for classroom teachers, published by LIOJ. Major emphasis is on practical ideas and suggestions for classroom use, with primary focus on Japanese students of English. We hope that you will enjoy it and subscribe to future issues.

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